

½ Term 1

| Science | Art | DT | Music | History | Geography | PSHE | Computing | RE | PE |
|------------------|------------------------------------|----|-------------------------|--|-----------|---|------------------------|--|--|
| States of matter | Hieroglyphics/ Egyptian pottery | | Egyptian dance music | Ancient Egypt (Egyptian Lady/day in school- educational visit) | | New beginnings/ Rules/ expectations | We are researchers | What do miracles tell us about who Jesus was? | Y3 Multi skills Y3 Gymnastics (Unit 14) Y4 OAA (unit 20) Y4 Gymnastics (unit 15) |
| Literacy Links | | | | | | | | | |
| | | | | Write an explanation about the embalming process | | | Research Egyptians. | | |
| Numeracy Links | | | | | | | | | |
| | | | | Time line | | | | | |

½ Term 2

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|----------------|-----|--|-------------|------------------------------------|----------------|-------------|-----------|--|--|
| | | Making a Shadoof | Water Music | | The River Nile | Friendships | | What do Christians remember on palm Sunday? | Y3 invasion- unihoc Y3 Gymnastics Y4 Net/wall tennis Y4 Dance – responding to music (unit 8/9) Line dance/ Riverdance/Diversi ty |
| Literacy Links | | | | | | | | | |
| | | Instructions on how to use the Shadoof. | | Drama: Perform an Egyptian play | | | | | |
| Numeracy Links | | | | | | | | | |
| | | Problem solving- water, capacity – practical | | | | | | | |

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|--|---|---|---|---|---|---|--|---|--|
| <p>States of matter</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Pupils should observe water as a solid, liquid and gas | <p>Egyptian pottery Hieroglyphics</p> <ul style="list-style-type: none"> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials to create sketch books to record their observations and use them to review and revisit ideas | <p>Making a Shadof</p> <ul style="list-style-type: none"> To understand how key events and individuals in design and technology have helped shape the world apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products | <p>Egyptian dance music Water music</p> <ul style="list-style-type: none"> Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation Use and understand staff and other musical notations Listen with attention to detail and recall sounds with increasing aural memory Improvise and compose music for a range of purposes using the inter-related dimensions of music Develop an understanding of the history of music | <p>Ancient Egypt</p> <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared An in depth study of Ancient Egypt | <p>The River Nile</p> <ul style="list-style-type: none"> Describe and understand the key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle | <ul style="list-style-type: none"> Valuing oneself and other people Taking responsibility for own behaviour Children explore their own skills and appreciate the effects of others. Contribute ideas to class codes of conduct. Become involved and initiate activities beyond the classroom and contribute to school life. <p><u>Friendship</u></p> <ul style="list-style-type: none"> Taking responsibility for one's own safety and behaviour Children gain confidence in expressing their views and can describe some strategies from resisting pressure from others, they can explain why they should not automatically trust people, talk about their own relationships, support systems and how to help in a variety of circumstances, to reflect on their own behaviour and attitudes and describe some consequences of decisions and actions. | <p>We are researchers</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | <ul style="list-style-type: none"> Understand why Christians believe that Jesus is God's Son. Understand that Christians believe Jesus had power over nature, sickness and sin. Understand the story of what happened on Palm Sunday. Understand how different people in the story felt and reacted. Understand the difference between a royal king and Jesus as a king. Understand how and why Christians celebrate Palm Sunday. | <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>perform dances using a range of movement patterns</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> |